DOCUMENT RESUME

ED 093 033 EA 006 154

AUTHOR	Blount, Gail, Comp.
TITLE	Teacher Evaluation: An Annotated Bibliography. Current Bibliography No. 8.
INSTITUTION	Ontario Inst. for Studies in Education, Toronto. Library.
PUB DATE	Mar 74
NOTE	43p.
AVAILABLE FROM	Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 (Canada) ($2.25)
EDRS PRICE	MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS	*Annotated Bibliographies; Classroom Observation Techniques; Educational Accountability; Effective Teaching; Elementary Schools; Evaluation; *Evaluation Criteria; *Evaluation Methods; Performance Criteria; Performance Specifications; Performance Tests; Secondary Schools; Self Evaluation; Student Teacher Relationship; Supervisory Methods; *Teacher Evaluation; Teacher Qualifications; Teachers

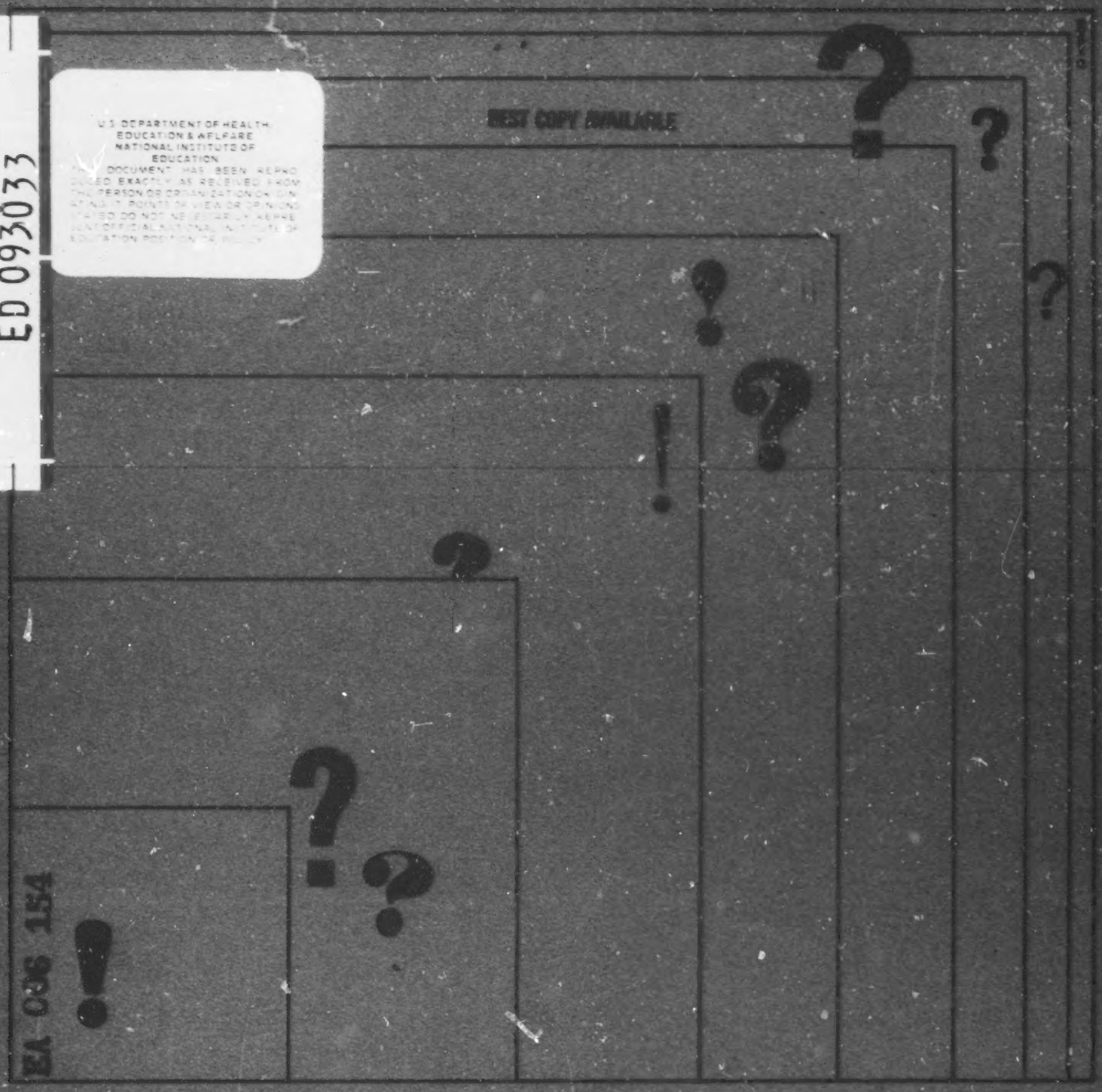
ABSTRACT

Three interrelated frames of reference -- the purposes of evaluation, the criteria for evaluation, and the evaluators -- form the basis of the major subject divisions of this bibliography. Part one consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of materials listed in part two; and citations in part three emphasize the how, when, and what of evaluation. A representative sample of the literature on classroom observation techniques is included in the latter, as well as material on student evaluation of teachers and self evaluation. Additionally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part four brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behavior with positive changes in learners. The final section includes listings that cover this subject from an essentially Canadian point of view. (Author/MLF)

ED 093033

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE



EA 006 154

TEACHER EVALUATION

An Informal Publication of
The Library
Reference and Information Services
The Ontario Institute for Studies in Education

Current Bibliography No. 8

ED 093033

TEACHER EVALUATION

AN ANNOTATED BIBLIOGRAPHY

Compiled by

Gail Blount

THE LIBRARY
REFERENCE & INFORMATION SERVICES
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
TORONTO, ONTARIO
March 1974

Series Co-ordinator: Ethel Auster

CONTENTS

INTRODUCTION v

AVAILABILITY OF MATERIAL ix

Part I GENERAL 1

A. Books and Reports
B. Journal Articles

Part II CRITERIA FOR EVALUATION 12

A. Books and Reports
B. Journal Articles

Part III THE PROCESS OF EVALUATION 15

A. CLASSROOM OBSERVATION TECHNIQUES 15

1. Books and Reports
2. Journal Articles

B. SELF-EVALUATION 17

1. Books and Reports
2. Journal Articles

C. STUDENT EVALUATION OF TEACHERS 19

1. Books and Reports
2. Journal Articles

D. TEACHING PERFORMANCE TESTS 22

1. Filmstrips and Tapes
2. Journal Articles

E. PERFORMANCE-BASED EVALUATION 23

1. Books, Reports, Films and Tapes
2. Journal Articles

Part IV RESEARCH ON TEACHING EFFECTIVENESS 26

A. Books and Reports
B. Journal Articles

Part V MERIT RATING 31

A. Books and Reports
B. Journal Articles

INTRODUCTION

The increasing number of requests for relevant literature on teacher evaluation prompted the preparation of this bibliography by the Library of The Ontario Institute for Studies in Education. Concentration is on a representative selection of North American literature over the past five years, but a few of the earlier "touchstones" have also been included. Material on evaluation at the college and university level has been omitted, as well as references to teacher education programs.

Adequate evaluation of teaching effectiveness has been of central concern to educators and researchers for many years. In fact, one writer in the area of teacher evaluation has observed that among man's perennial quests are the Holy Grail, the Fountain of Youth, and a defensible measure of teacher effectiveness! Factors such as rising costs, increased questioning of the evaluation process at the school level, and the widespread emphasis on accountability have recently resulted in a heightened interest in evaluation.

Teacher evaluation may be considered from three interrelated frames of reference: the purposes of evaluation, the criteria for evaluation, and the evaluators.

Teachers are evaluated for a variety of purposes that can be divided into two main categories: administrative purposes and instructional purposes. Evaluation for administrative purposes (summative evaluation) involves final decisions such as teacher tenure, promotion, or salary increases; while evaluation for instructional improvement (formative evaluation) is a continuous program aimed at helping the teacher increase his or her teaching effectiveness. These two purposes are not always compatible, the criteria for evaluation tending to differ according to the purpose of the evaluation.

Mitzel has classified teacher effectiveness criteria into three categories: presage, process, and product criteria. Presage criteria relate to teacher characteristics that are present before the teaching act begins. Such criteria include those traits and background variables that the teacher brings to the job: attitudes towards students; length or type of preservice education and achievement in university courses; personal characteristics such as appearance and voice. Presage criteria are assumed to have predictive validity. Process criteria are those aspects of teacher and student behavior that are believed to be worthwhile in their own right. Although process criteria are not necessarily directly related to the primary objectives of education, their presence (or absence) in the classroom is sometimes looked for because of their assumed mediating effects on product criteria - educational outcomes. These criteria include such things as methods of instruction, interaction patterns among students and teachers, and verbal behaviors in the classroom. Product criteria depend for definition on a set of objectives towards which teaching is directed. Such criteria are viewed as measures of student performance, student attitudes, and other educational outcomes. The

use of product criteria emphasizes the assessment of teacher effectiveness in the light of effects on students[1]. Surveys show that presage and process criteria are stressed when teachers are evaluated for administrative purposes, while product criteria with its emphasis on measurable objectives is used when teachers are evaluated for instructional improvement purposes.

A third frame of reference for considering teacher evaluation is based on who should carry it out. Traditionally the task of an administrator, usually the principal or superintendent, evaluation of teacher effectiveness has also become the concern of such involved groups as the students and teachers themselves.

These three frames of reference have been taken into account in formulating the five major subject divisions of the bibliography. Part I, General, consists of general material on teacher evaluation, teacher effectiveness, and supervisory practices. Attempts to determine the qualities of a good teacher are the major concern of Part II, Criteria of Evaluation. Several references are made to Mitzel's categories of presage, process, and product criteria. Part III, The Process of Evaluation, emphasizes the how, when, and what of evaluation. A representative sampling of the literature on classroom observation techniques is included as well as material on student evaluation of teachers and self-evaluation. Finally, there is information on two recent objective-based innovations: performance-based evaluation and teaching performance tests. Part IV, Research on Teaching Effectiveness, brings together studies and reviews of research studies that investigate whether effective teaching can be scientifically determined. Of primary concern are attempts to correlate teacher behaviors with positive changes in learners. Part V, Merit Rating, covers this controversial subject from an essentially Canadian point of view.

A summary of the literature indicates that the major controversy over evaluation reflects a widespread disagreement on the purposes and objectives of education. Trends suggest that a comprehensive evaluation program requires not only a common purpose and multiple criteria but also the involvement of all those affected by it.

[1]Mitzel, Harold E. "Criteria of Teacher Effectiveness." Encyclopedia of Educational Research. 3d ed. Edited by Chester W. Harris. New York: Macmillan, 1960.

ACKNOWLEDGEMENTS

The Library would like to thank Dr. Glen Scott, Assistant Coordinator of Graduate Studies, and Dr. Donald Musella, Executive Director of The Ontario Council for Leadership in Educational Administration, for their helpful suggestions and encouraging comments. Their assistance in the compilation of this bibliography was greatly appreciated.

Materials in quotation marks have been drawn from the works cited and are well within publishers' prescribed limits of free use of 500 words or less for publicity purposes. Sources used will be immediately obvious to the reader.

AVAILABILITY OF MATERIAL INCLUDED IN THE BIBLIOGRAPHY

Most items in the bibliography are available in the OISE Library. We welcome visits from school administrators or teachers engaged in research for their boards or schools who wish to use the Library's facilities. However, heavy demands on our collection by the graduate students, the teaching and the research staff of the Institute make it necessary for us to place certain restrictions on lending material.

Books, Research Reports, Theses and Pamphlets

In general, this material is not available for loan to individuals other than our own staff or students. However, we will lend items to other libraries (through use of official Interlibrary Loan forms) if they cannot be readily obtained elsewhere. Interlibrary loan can be obtained through any regional public library system.

In a few cases, references have been made to dissertations which are not in our collection. This information has been mainly taken from the University Microfilms monthly publication Dissertation Abstracts International. The Library will supply on request photocopies of the full abstract (usually approximately 500 words) or information on how to obtain the complete dissertation in print or on microfilm from University Microfilms.

Journals

The OISE Library journal collection does not circulate, but we will supply single photocopies of articles. A charge of 10¢ per print is made to cover cost of reproducing material. In cases where journals are held on microfilm the charge is 15¢ per print. For invoiced orders of ten pages or less, a minimum charge of $1.00 will apply.

ERIC Reports

A number of references have been taken from the U.S. Office of Education publication Research in Education, a monthly abstract journal which brings to the attention of researchers the vast number of reports accumulated by ERIC (Educational Resources Information Center) clearinghouses throughout the United States.

These items are identified in the bibliography by an "ED" number and in most cases items are available from ERIC Document Reproduction Service in "print" form or on microfiche at a lesser cost. (Microfiche is a method of reproducing up to sixty pages of text on a 4" x 6" sheet of film which must be used with a special reader to enlarge the print.) The OISE Library subscribes to all ERIC microfiche and these are available for reading in the Library. Print or microfiche copies of reports may be obtained from -

ERIC Document Reproduction Service
Leasco Information Products, Inc.
4827 Rugby Avenue
Bethesda, Maryland 20014

Films, Filmstrips, etc.

Arrangements can be made for small groups to view films or filmstrips which the Library has in its collection by contacting -

The Ontario Institute for Studies in Education
The Library
The Audio-Visual Library
252 Bloor Street West
Toronto, Ontario
M5S 1V6

May we once again emphasize that school administrators who would like to use the Library's facilities are welcome to do so. We would suggest that boards or schools who wish to undertake research contact us in advance in order to ensure that material will be available at the time of their visit. Inquiries about items in the bibliography (please note each item is numbered for convenience) or the Library's services should be addressed to -

The Ontario Institute for Studies in Education
The Library
Reference & Information Services
252 Bloor Street West
Toronto, Ontario
M5S 1V6

I. GENERAL

A. Books and Reports

1 Bolton, Dale L. Selection and Evaluation of Teachers. Berkeley, Calif.: McCutchan, 1973.

Contains information on the current practices of sixty-seven school districts, ninety-five businesses, and nineteen United States government agencies regarding the selection and evaluation of personnel. Summarizes six major trends and recommends their incorporation in a personnel system. Trends include use of a systems analysis approach, management by objectives, external evaluation, and analysis of the results of process and product as a means of correcting individual problems. Bases information upon a report available from ERIC Document Reproduction Service ED 054 088.

2 Canadian Teachers' Federation. Teacher Evaluation. Ottawa, Ont.: 1972.

A twenty-six-page bibliography dealing with various aspects of teacher evaluation at the elementary, secondary, and university level. Canadian material is included.

3 Coleman, Peter. The Improvement of Aggregate Teaching Effectiveness in a School Division. Occasional Paper No. 18. Winnipeg, Man.: Manitoba Association of School Trustees, 1972. (Available from ERIC Document Reproduction Service ED 074 047). Also in Educational Administration Quarterly, IX (Autumn, 1973), 28-47.

A Canadian educator proposes a teacher evaluation scheme by means of a five-year program involving four activities: teacher selection, teacher assignment, teacher development, and teacher release. Three of the above activities can be evaluated by using a model which has four behavioral dimensions: warmth, indirectness, cognitive development, and enthusiasm. The area of teacher assignment can be improved through consultation and student selection.

4 Contant, André. Supervision et évaluation du personnel enseignant. Montreal, Que.: CADRE, 1973.

An introduction by Wilfred Garlépy precedes this thirty-two-page annotated bibliography on the supervision and evaluation of teaching personnel. Included in the bibliography are Canadian, American, and French materials dealing with elementary, secondary, college, and university levels. English works are usually annotated in English, and French works annotated in French.

5 De Vaughn, J. Everette. A Manual for Developing Reasonable, Objective, Nondiscriminatory Standards for Evaluating Teacher Performance. State College, Miss.: Mississippi State University, Educational Services Center, 1971. (Available from ERIC Document Reproduction Service ED 059 151).

"...outlines the procedures and processes to be followed in evaluating professional growth and service of teacher personnel." Recommends a procedural order: orientation, initial assessment, teachers in continuing service, and so on. Lists assumptions regarding desirable educational goals and provides examples of evaluative instruments and forms.

6 Frison, L.S. "Evaluating Teacher Performance - How to Get Beyond the Checklist." Paper presented at National Association of Secondary School Principals Annual Convention, Anaheim, California, 1972. (Available from ERIC Document Reproduction Service ED 062 699).

The principal of a Regina high school describes how a personalized teacher evaluation program can be a viable alternative to checklists. Classroom observation and postlesson discussion occur once each semester, during which time the teacher is guided toward self-improvement. Teacher and principal together arrive at a general statement of performance.

7 Goldhammer, Robert. Clinical Supervision; Special Methods for the Supervision of Teachers. New York, N.Y.: Holt, Rinehart and Winston, 1969.

The author has designed a method of supervision by which teachers and others can participate in the analysis of instruction. Five stages of supervision are named: Preobservation, Observation, Analysis and Strategy, Conference, and Postconference Analysis. The purposes for each stage are outlined and methods employed by supervisors described.

8 Harsh, J. Richard. "A Look at Teacher Evaluation." Paper presented at the Annual Conference of the American Association of School Personnel Administrators, Las Vegas, 1970. (Available from ERIC Document Reproduction Service ED 046 993).

Discusses favorable and unfavorable aspects of teacher evaluation, emphasizing the use of performance criteria and behavior objectives. Presents a model for evaluation of teacher performance that stresses interaction and provides for the use of individual talent.

9 Herman, Jerry J. Developing an Effective School Staff Evaluation Program. West Nyack, N.Y.: Parker, 1973.

"The contents provide practical details of the evaluative processes as well as pinpointing the where, when, why, what, who, and how, of evaluating teachers, administrators, custodians, secretaries, food service personnel

and other staff positions." Various procedures and methods are detailed with sample materials to demonstrate how these may be applied to individual needs. The importance of staff accountability is emphasized within the total framework of educational accountability.

10 Hull, Ray and Hansen, John. Classroom Supervision and Informal Analysis of Behavior. A Manual for Supervision. Eugene, Ore.: Oregon School Study Council, 1972. (Available from ERIC Document Reproduction Service ED 071 161).

The emphasis of this supervisory manual is on the establishment of objectives by teacher and observer. "It clearly describes the supervision cycle and outlines simple and practical techniques to collect effective data that will assist the classroom teacher."

11 Israel, Jack W. "Innovation in Evaluation: Teacher Assessment by Objectives." Unpublished course paper, 1969. (Available from ERIC Document Reproduction Service ED 029 625).

This paper deals with the purposes of and problems in evaluation, contributions to the evaluation field, and a proposed evaluation technique based on objectives cooperatively prescribed by the teacher and administrator. It also suggests three alternative methods of implementing instructional evaluation.

12 Klonecky, Harold M. "The Relationship of Teacher and Administrator Views of the Component Parts of Teacher Evaluations." Unpublished Ed.D. dissertation, University of Southern California, 1972. (Dissertation Abstracts International, XXXIII, 2032-A).

Teachers and administrators from thirty-six elementary and five high schools were asked to state their views on teacher evaluation, the results of which were tabulated. Conclusions indicate that those questioned favor principals and assistant principals as evaluators but will accept the evaluations of students from the middle and senior grades.

13 McKenna, Bernard H.; Mueller, Dorothy G.; and Pollakoff, Lorraine. Teacher Evaluation; an Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1971. (Available from ERIC Document Reproduction Service ED 055 988).

In the introduction to this eighty-six-item annotated bibliography by Mueller and Pollakoff, McKenna discusses teacher evaluation and gives his opinions of the materials cited. He notes that current emphasis is on the process of evaluation but that student achievement appears to be the most reliable measure.

14 McMillan, William D. "Teacher Evaluation in British Columbia as Perceived by Teachers, a Survey Study." Unpublished M.A. dissertation, University of British Columbia, 1970.

Three hundred and fifty-three practicing British Columbia teachers answered a questionnaire "designed to investigate their experiences with teacher evaluation and to estimate their satisfaction and confidence with respect to the instruments, the procedures, and the evaluators." Suggestions for changes were also recorded. Major conclusions revealed that present evaluation procedures are mainly inspectorial in nature and are only partly concerned with the improvement of instruction; that teachers generally accept present practices; and that teachers are divided as to whether a discrepancy exists between the principal's role as evaluator and as educational leader. Extensive bibliography.

15 McNeil, John D. Toward Accountable Teachers: Their Appraisal and Improvement. New York, N.Y.: Holt, Rinehart and Winston, 1971.

Designed for use by teachers and supervisors as an aid in the promotion and assessment of effective teaching. Author recommends pupil progress as a viable evaluative criterion rather than the current use of subjective factors. Refers to self-assessment as well as new and tested approaches such as "criterion-referenced tests," "learning for mastery," "performance or behavioral objectives," and "contract decision-making."

16 Mood, Alexander M. "Do Teachers Make a Difference?" Paper presented at a conference sponsored by the Office of Education, Bureau of Educational Professions Development, 1970. (Available from ERIC Document Reproduction Service ED 040 253).

The author makes a plea for more sophisticated models of the educational process. Teacher performance indicators appear to be more relevant than education, certification, or background for assessing teacher effectiveness. The effects of teachers on student achievement cannot be quantitatively shown due to the unknown influence of home, school, and peers. Relationships between the "inputs and the outputs of education" must be pinned down before improvement can take place.

17 NJEA Speaks Out on ... Teacher Evaluation. Trenton, N.J.: New Jersey Education Association, 1970. (Available from ERIC Document Reproduction Service ED 045 600). Also in NJEA Review, XLIV (January, 1971), 14-18.

"This leaflet contains guidelines for local teacher associations and negotiating teams in developing teacher-board agreements on evaluation procedures and career development programs for professional staffs in New Jersey public school districts." Distinction is made between job-oriented evaluation for the granting of tenure, and career-oriented evaluation for professional development.

18 Palmer, Tunde; Musella, Donald; and Lawton, Steve. Teacher Evaluation; Current Practices in Ontario. Toronto, Ont.: The Ontario Institute for Studies in Education, 1972.

Purpose of the study was to identify methods and criteria used in teacher evaluation by Ontario school boards and to determine whether school district size is related to the method of evaluation. Findings show that most boards have an evaluation policy, but size of district has little relationship to the method of evaluation.

19 Popham, W. James. Evaluating Instruction. Englewood Cliffs, N.J.: Prentice-Hall, 1973.

Designed for use by teachers and other educators, this book is arranged around six self-instructional programs. Program contents include "Current Conceptions of Educational Evaluation," "Modern Measurement Methods," "Instructional Supervision," "Constructing Teaching Performance Tests," "Using Teaching Performance Tests," and "Alternative Avenues to Educational Accountability."

20 Ryans, David G. Teacher Evaluation Research, Part I: Consideration of Critical Issues, Feasibility of Collaborative Research, and Overall Design. Final Report. Honolulu, Hawaii: Hawaii University, Education Research and Development Center, 1971. (Available from ERIC Document Reproduction Service ED 055 991).

Recommendations to the United States Office of Education emphasize the necessity of a developmental approach to research on teacher effectiveness, including the study of measurement instruments. Eighty-nine-item bibliography.

21 School Board Policies on Teacher Evaluation. Educational Policies Development Kit. Waterford, Conn.: National School Boards Association, 1971. (Available from ERIC Document Reproduction Service ED 058 657).

Report provides a sampling of United States school board policies and other resources on teacher evaluation, with the purpose of helping boards develop their own written policies. Three basic policy elements are established: (1) that the teacher being evaluated should be involved in his or her assessment; (2) that the teacher be granted sympathetic and balanced judgement; and (3) that the outcomes of evaluation will probably have far reaching effects.

22 Seager, G. Bradley, Jr. "Evaluation of a Diagnostic Instrument of Supervision." Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. (Available from ERIC Document Reproduction Service ED 052 222).

Describes major problems in the research on teacher effectiveness, and explains development and evaluation of the Diagnostic Instrument of

Supervision. Instrument's main purpose is to improve instruction, student responses being used as an aid in identifying class strengths and weaknesses. Conclusions indicate that use of DIOS results in planning by teachers and supervisors does not produce more favorable student responses. Appendices include instrument, item scores, and explanation of DIOS results.

23 Selden, David. Evaluate Teachers? QuEST Papers Series No. 4. Washington, D.C.: American Federation of Teachers, 1969. (Available from ERIC Document Reproduction Service ED 032 271).

The author argues that evaluation is not a valid means of improving educational quality. Alternatively, this may be achieved by doubling labor costs to reduce class size and teaching hours and by raising entry standards. Evaluation of a probationary teacher done independently of the school district should eliminate the necessity of evaluation at a later date.

24 Speicher, Dean. "Can Teacher Evaluation Be Made Meaningful?" Paper presented at American Association of School Administrators Annual Meeting, Atlantic City, N.J., 1972. (Available from ERIC Document Reproduction Service ED 060 575).

Highlights of the AASA annual meeting include: (1) general impressions of teacher evaluation; (2) the necessary ingredients for a successful evaluation program; and (3) a plan for developing such a program in the school system.

25 Stemnock, Suzanne K. Evaluating Teaching Performance. Educational Research Service Circular Number Three. Washington, D.C.: American Association of School Administrators, 1969. (Available from ERIC Document Reproduction Service ED 033 448).

Responses to a questionnaire by those school systems having formal evaluation procedures were tabulated and coded by enrollment size. Coverage includes frequency of evaluation, evaluator, evaluation forms and procedures, and appeal procedures. Representative evaluation forms are appended.

26 Teacher Evaluation: Interface on Learning. Columbus, Ohio: Ohio Education Association, 1970. (Available from ERIC Document Reproduction Service ED 057 008).

This compilation of materials related to teacher evaluation covers such subjects as a definition of evaluation, problems involved, and solutions offered and provides examples of four appraisal models: classroom observations rating scales, the Redfern Model, and the Battelle Self-Appraisal Instrument. Also included are a review and analysis of the research and specific illustrations of positions, philosophies, and programs adopted by schools and associations.

27 Throne, John M. "Inappropriateness of Inferential and Insufficiency of Descriptive Statistics in Educational Evaluation: The Problem and a Solution." Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. (Available from ERIC Document Reproduction Service ED 050 019).

The use of inferential and descriptive statistics in the evaluation of teaching may lead to incorrect conclusions based on "presumed relationships" between variables which statistical findings only appear to reflect. A possible solution "consists of functional analysis of behavior strategy based on operant conditioning," a method which is geared to on-the-spot handling.

28 Volk, Adolf J. "Teacher Evaluation in an Urban Saskatchewan School District." Unpublished M.Ed. dissertation, University of Alberta, 1972.

An instrument consisting of four sections was used with teachers in an urban Saskatchewan district in order to analyze their "perceptions ... regarding the existing and preferred use of evaluation personnel, and the existing and preferred importance given to evaluation criteria." Findings show no overall difference between the existing and preferred situation for either area. The superintendent and the principal are both perceived and preferred as evaluators, and emphasis is on process criteria for existing and preferred situations.

B. Journal Articles

29 Beller, E. Kuno. "Teacher Evaluation: Why, What, and How!" Peabody Journal of Education, XLVIII (January, 1971), 125-39.

The author examines the following questions: what is the purpose of teacher evaluation, what should be evaluated, and how should the evaluation be carried out? He reviews these questions in the light of recent major studies and proposes directions for future study.

30 Egnatoff, John G. "A New Look at Evaluating Teacher Performance." Education Canada, XI (December, 1971), 19-21.

Canadian educator recommends that the evaluation of teacher performance be "teaching-learning centred;... planned and continuous;... [and] cooperatively designed and implemented."

31 "Evaluating School Personnel." National Elementary Principal, LII (February, 1973), entire issue.

"The widespread criticism of schools, the accountability movement, and the recent trend toward state mandated evaluation ... are placing intense pressures on educators to evaluate." The articles brought together here attempt to clarify issues involved in evaluation including self-evaluation, legal aspects, teaching performance tests, and merit pay. Coverage represents a wide range of viewpoints and approaches.

32 "Evaluation of Teaching Competence." NEA Research Bulletin, XLVII (October, 1969), 67-75.

The three articles in this section on teacher evaluation cover (1) a survey of teacher evaluation procedures in 213 school systems in the United States; (2) a survey of teachers on who should evaluate whom and why; and (3) teacher evaluation clauses found in professional negotiation agreements on file with NEA, with examples included.

33 Ingils, Chester R. "Let's Do Away with Teacher Evaluation." Clearing House, XLIV (April, 1970), 451-56.

Educators should spend less time on teacher evaluation and more on the development of educational objectives, on the evaluation of the attainment of these objectives, and on the behavioral development of the learner.

34 Jones, Anthony S. "A Realistic Approach to Teacher Evaluation." Clearing House, XLVI (April, 1972), 474-81.

The problem of an adequate approach to teacher evaluation is explored and a program suggested which the author recommends as being "positive, modern, and innovative." Objectives of such a program should include flexible evaluative criteria that relate to the individual teaching situation; participation of students in the evaluation program; and opportunities for teacher self-evaluation and self-improvement through such means as inservice education.

35 Krasno, Richard M. "Accountability and Research on Teacher Effectiveness." Administrator's Notebook, XXI, (no. 1, 1972), 1-4.

"Mr. Krasno draws upon the literature on teacher effectiveness in examining four topics central to accountability: the concept of the 'good' teacher, the complexity of the teaching-learning process, the limitations of outcome measurement, and the importance of long range outcomes."

36 Lawton, Steve; Musella, Don; and Palmer, Tunde. "Teacher Evaluation: Current Practices and Future Directions." Orbit, IV (February, 1973), 20-22.

The authors discuss a recent survey carried out by the Department of Educational Administration at OISE of current teacher evaluation policies in Ontario, and indicate directions for the future. "The lack of systematic procedures for evaluating differing modes of behavior, combined with the vague descriptions of the criteria for evaluation and the exclusive focus on probationary teachers, constitute weaknesses in present evaluation policies that must be remedied if evaluation programs are to respond to changes in the educational system." A concluding statement warns that if boards and employees do not cooperatively develop an effective evaluation program a system will be imposed on them.

37 Mackay, D.A. "Evaluation of Teaching: a New Look." Canadian Administrator, X (January, 1971), 15-19.

This paper attempts to come to terms with a number of issues. The author is concerned with the need (1) for an acceptable definition of teacher evaluation; (2) for a review of available theory and research; (3) for a re-examination of practical problems; (4) to account for special aspects of Canadian educational systems that differentiate them from their American counterparts.

38 McKenna, Bernard H. "Teacher Evaluation - Some Implications." Today's Education, LXII (February, 1973), 55-56.

The scope of evaluation in education is much broader than just teacher evaluation and, in order to have relevance, areas such as program, performance, and learning outcomes should be examined.

39 McNally, Harold J. "Teacher Evaluation That Makes a Difference." Educational Leadership, XXIX (January, 1972), 353-55, 357.

Discusses the reasons behind teacher evaluation and the characteristics of a good evaluation program.

40 Marshall, Leo. "The Saskatchewan Classroom as Seen Through Superintendents' Reports." Saskatchewan Journal of Educational Research and Development, II (Fall, 1971), 44-52.

This study indicates that Saskatchewan superintendents emphasize organization and consistency among teachers rather than originality and adaptability. It is hypothesized that superintendents place greater stress on these more traditional characteristics than other Saskatchewan educators, and that a discrepancy exists between concerns shown for student classroom behaviors and those evidenced for the classroom's management and organization.

41 Musella, Donald. "Improving Teacher Evaluation." Journal of Teacher Education, XXI (Spring, 1970), 15-21.

The author reviews the limitations of relying on student growth, teacher characteristics, and classroom interaction as criteria for measuring teaching effectiveness. He suggests instead teacher self-improvement by means of videotaped feedback of the classroom situation, leaving the development of evaluation criteria up to the individual teacher and rater.

42 Musella, Donald. "Improving Teaching: an Alternative to Supervisory Evaluation." Journal of Educational Thought, III (April, 1969), 5-14.

A survey of teacher effectiveness research reveals one major problem, the inability to "identify those teacher behaviors which lead to identifiable learning outcomes." Alternatively, the author suggests that research should be providing opportunities for teachers to assess their own teaching.

43 "New Approaches in the Evaluation of School Personnel." NEA Research Bulletin, L (May, 1972), 40-44.

1971-72 surveys made by the Educational Research Service document several new approaches to evaluation, including the use of multiple evaluators, performance objectives, multiple bases for evaluation, in-basket data, and student performance.

44 Newton, Robert R. "Three Dilemmas of Supervision." NASSP Bulletin, LVI (December, 1972), 52-56.

Three dilemmas must be faced by supervision before improvement of teaching can be made: (1) confusion between supervisory judgements based on process rather than outcomes; (2) contradiction between supervision as evaluation and supervision as staff-development; and (3) conflict between supervisor and teacher assumptions about ideal teaching behavior.

45 Parsons, G. Llewellyn. "Teacher Perceptions of Supervisory Effectiveness." Canadian Administrator, XI (November, 1971), 5-8.

A random sampling of elementary school teachers in West Central Ontario produced answers to a fourteen-page questionnaire dealing with the influence, characteristics, and effectiveness of supervisors. Analysis of the data revealed that the principal is considered to be the most influential and the most effective supervisor. Behavioral patterns of effective supervisors coincided with those theoretically associated with effective supervision.

46 Popham, W. James. "Practical Ways of Improving Curriculum Via Measurable Objectives." NASSP Bulletin, LV (May, 1971), 76-90.

The author proposes the use of precise measurable objectives in the areas of curriculum, instruction, and evaluation. He recommends the use of a "criterion-referenced instructional model" composed of four steps: (1) statement of objectives; (2) examination of learner's position in relation to objectives; (3) creation of an instructional program; and (4) evaluation of the program.

47 Sesow, F. William. "Focus on Pupil Behavior." Contemporary Education, XLIV (February, 1973), 229-31.

The author recommends a constant review of the teacher evaluation process by school districts, an emphasis on pupil as well as teacher behavior in the makeup of teacher-evaluation measuring instruments, and a cooperative attempt by teachers and evaluators to determine behavior conducive to the ideal classroom environment.

48 Washington, Eva. "The Expert Teacher Action Study: a New Approach to Teacher Evaluation." Journal of Teacher Education, XXI (Summer, 1970), 258-63.

Describes the Expert Teacher Action Study developed by teachers and administrators in California. Each teacher-administrator team must analyze twenty-five critical variables for measuring a teacher's performance, study films of classroom activity, observe teachers in their own classrooms, confer with the teacher observed, and become involved in long-range self-evaluation programs. As a result of this program, teachers and administrators appear more willing to examine their own performances and take action towards self-improvement.

49 Worth, Walter H. "Can Administrators Rate Teachers?" Canadian Administrator, I (October, 1961), 1-6.

A still popular source of reference for Canadian educators, this classic article questions the emphasis that most evaluators place on the "technicalities of teaching," such as methodology and teaching performance, and recommends greater concern with "the fundamentals of learning," such as curriculum and objectives.

II. CRITERIA FOR EVALUATION

A. Books and Reports

50 Chauvette, Jean-Louis. "Les Critères généraux de l'évaluation de l'efficacité des enseignants dans quatre commissions scolaires locales." Unpublished M.Ed. dissertation, University of Montreal, 1969.

Four general criteria for evaluating teacher effectiveness were determined from the formulation of a theoretical work model: situational variables, characteristics, behavior, and effects of the teacher. This model was used in four Quebec school boards and the results analyzed as a point of departure for future research.

51 Genest, Raymond. L'Evaluation du personnel enseignant. Montreal, Que.: Editions R. Genest, 1970.

The author analyzes the methods and criteria for evaluating teaching personnel used by the Quebec Ministry of Education and the local school boards. He proposes the adoption of the following general criteria: maturity, sincere acceptance of the students' freedom, love of children, tendency to extroversion, patient acceptance of long-range results, diplomacy, the facility of collaboration, a natural desire to learn, and an analytical mind.

52 Mitzel, Harold E. "Criteria of Teacher Effectiveness." In Encyclopedia of Educational Research. 3d ed., edited by Chester W. Harris. New York, N.Y.: Macmillan, 1960, p. 1481-86.

Presents Mitzel's original classification of teacher effectiveness criteria according to the following categories: (1) product criteria, which evaluate teaching effectiveness in terms of its effect on students; (2) process criteria, which consist of "those aspects of teacher and student behavior ... believed to be worthwhile in their own right"; and (3) presage criteria, which involve variables such as the teacher's personality, education, and status. Bibliography.

53 Rogers, Kenneth G. "An Empirical Study of the Criteria of Teacher Evaluation Employed by High School Principals in Alberta." Unpublished M.Ed. dissertation, University of Alberta, 1970.

An instrument utilizing Mitzel's categories of process, product, and presage criteria was sent to all Alberta high schools asking principals to list the criteria of teacher evaluation used when assessing teachers for (1) teaching effectiveness; and (2) promotion to an administrative position. Eighty-three percent responded, and results showed that process criteria is stressed when

evaluating for teacher effectiveness but presage criteria is emphasized when evaluating for promotion to an administrative position. Relationships occur between certain criteria and the principal's age, experience, and size of school. Findings coincide with studies done in Australia by Moore and Thomas.

54 Stone, Richard. The Good Teacher: How Teachers Judge Teachers. New York, N.Y.: Philosophical Library, 1970.

Records and bases conclusions on informal comments by teachers on the qualities of those teachers that they consider good. The definition of a good teacher differs from situation to situation and no teacher seems to be good all of the time.

55 Thomas, Edmund B. "An Examination of the Criteria of Teacher Evaluation Employed by High School Principals in Victoria, Australia." Unpublished M.Ed. dissertation, University of Alberta, 1969.

The purpose of this study was to examine criteria employed by Victoria High School principals in evaluating teachers for classroom or administrative promotion. Data was received from 230 principals who responded to an instrument developed by Moore and derived from Mitzel's process, product, and presage criteria. Results showed that emphasis is on process criteria when evaluating teachers for classroom promotion and on presage criteria when selecting administrative staff. A relation was established between evaluative criteria used by principals and their age, experience, classroom teaching background, and size and location of their schools. A description of this study is found in Journal of Educational Administration, X (May, 1972), 19-33.

B. Journal Articles

56 Broudy, H.S. "Can We Define Good Teaching?" Teachers College Record, LXX (April, 1969), 583-92.

Broudy surveys areas that have failed to produce a definition of good teaching and offers an alternative - distinguishing between didactic and encounter teaching. Computer-oriented didactic teaching is easily defined; but encounter teaching with its emphasis on creative critical thinking is more difficult to define.

57 Johnson, James A. and Radebaugh, Byron F. "Excellent Teachers: What Makes Them Outstanding?" Clearing House, XLIV (November, 1969), 152-56.

According to a study made in four Illinois senior high schools, excellent teachers can be distinguished from their colleagues by certain definable characteristics.

58 Moore, T.J. and Neal, W.D. "The Evaluation of Teaching Performance." Journal of Educational Administration, VII (October, 1969), 127-36.

Results of a teacher evaluation research project in Australia revealed that inspectors stress Mitzel's process criteria when considering teacher positions, and Mitzel's presage criteria when selecting teachers for administrative posts. Little emphasis is placed on product criteria. The authors suggest that the development of a guide may assist inspectors in reaching agreement on basic criteria for promotion.

59 Radebaugh, Byron F. and Johnson, James A. "Excellent Teachers: What Makes Them Outstanding? Phase II." Clearing House, XLV (March, 1971), 410-18.

This study, an extension of previous research, compared excellent and non-excellent teachers in relation to the following variables: (1) a thirty-minute audiotape of a class they were teaching; (2) their analysis of the audiotape; (3) their response to questions on teaching excellence; and (4) their response to a standardized test designed to measure critical thinking ability. Excellent teachers tended to be "skilled verbal performers" making wide use of class discussion and student participation. They were also "enthusiastic ... friendly and approachable."

60 Ratsoy, Eugene W. "Accounting for Differences in Teacher Effectiveness Criteria." Canadian Administrator, X (May, 1971), 35-39.

A Canadian educator discusses three studies of Alberta teaching practices, examining the relationship between process and presage variables, and suggesting possible implications for teacher accountability in education.

61 Saadeh, Ibrahim Q. "Teacher Effectiveness or Classroom Efficiency: a New Direction in the Evaluation of Teaching." Journal of Teacher Education, XXI (Spring, 1970), 73-91.

This article discusses the problem of identifying criteria by which teacher effectiveness is judged. Includes a fifty-five-item bibliography.

62 Thomson, J. "A Note on the Evaluation of Teaching Performance." Journal of Educational Administration, IX (May, 1971), 74-78.

Criticizes "The Evaluation of Teaching Performance" by Moore and Neal (Journal of Educational Administration, VII, October, 1969). Thomson questions the value judgements leading to their selection of criteria and recommends four alternative criteria as having greater validity than the ones used in the survey. He also examines Moore and Neal's conclusion that inspectors place little stress on product criteria when assessing teachers.

III. THE PROCESS OF EVALUATION

A. CLASSROOM OBSERVATION TECHNIQUES

1. Books and Reports

63 Brown, Bob B. and others. Systematic Observations: Relating Theory and Practice in the Classroom. Gainesville, Fla.: University of Florida, Institute for Development of Human Resources, 1969. (Available from ERIC Document Reproduction Service ED 031 444).

The five papers in this document discuss the following: inservice programs to train staff in the use of observation systems, theoretical approaches to observation systems, criteria and developing systems, curriculum building with systems, and student-teacher supervisory conferences. Several of the papers focus on particular observation systems.

64 Evaluation Systems for Education: Descriptive Abstracts. Washington, D.C.: National Education Association, 1973. (Available from ERIC Document Reproduction Service ED 079 282).

Abstracts of thirteen evaluation systems attempt to help teachers and teacher associations assess the suitability of the systems. Contained within the abstracts is a description of each system and its purpose, as well as an explanation of how each works and where to obtain further information. Systems abstracted include the Flanders System of Interaction Analysis, Instrument for the Observation of Teaching Activities, Purdue Rating Scale for Administrators and Executives, and Teaching Performance Tests.

65 Gallagher, James J.; Nuthall, Graham A.; and Rosenshine Barak, eds. Classroom Observation. Chicago, Ill.: Rand McNally, 1970.

This collection of articles deals with such topics as the importance of classroom interaction to the evaluator and its contribution to the study of teacher behavior. A "Topic Classification System" (TCS) is suggested with three exemplary studies illustrating the value of the system for coding teaching behavior. A concluding article criticizes TCS but recommends its application in future studies.

66 Sandefur, J.T. and Bressler, Alex A. Classroom Observation Systems in Preparing School Personnel; an Annotated Bibliography. Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1970. (Available from ERIC Document Reproduction Service ED 036 483).

"... lists and annotates thirty-nine books, articles, reports, and manuals.... Citation dates range from 1943-1969...."

67 Simon, Anita and Boyer, E. Gil, eds. Mirrors for Behavior: an Anthology of Classroom Observation Instruments. Philadelphia, Pa.: Research for Better Schools, 1967-70.

This fifteen-volume anthology of seventy-nine classroom observation systems includes descriptions and explanations written by authors of the systems and, when available, research study findings, user's manuals, and other supplementary material. Volume one, which contains abstracts of twenty-six cognitive and affective instruments, is also printed separately in Classroom Interaction Newsletter, III (January, 1968), 1-233. A two-volume supplement was published in 1970.

2. Journal Articles

68 Campbell, James R. and Barnes, Cyrus W. "Interaction Analysis - a Breakthrough?" Phi Delta Kappan, L (June, 1969), 587-90.

Reviewing twelve studies on interaction analysis, the authors discover that micro-elements involved in direct/indirect ratios affect pupil achievement and attitude development in Grades K-9. Much of the article is spent in discussion and praise of Flanders's interaction analysis observation system.

69 Rosenshine, Barak. "Evaluation of Classroom Instruction." Review of Educational Research, XL (April, 1970), 279-301.

This description of the instruments used for the observation of classroom instruction includes suggestions of modifications for local evaluation. Also noted are potential uses of the instruments and difficulties in use and interpretation. Three major needs are summarized: more specific teaching methods to be used with teaching materials; improved observation instruments that are more perceptive of classroom interaction; and more research into the relationship between classroom events and student outcome measures.

B. SELF EVALUATION

1. Books and Reports

70 Crandall, Curtis R. and Shibata, Kenneth E. A Guide to Implementing the Video Inservice Program. Milford, Neb.: Nebraska Educational Service Unit, 1969. (Available from ERIC Document Reproduction Service ED 054 055).

This two-part guide suggests administrative techniques for implementing the Video Inservice Program in a school system and some human relations techniques for helping teachers with self-appraisal. A competent Staff Development Counselor, who works closely with the teachers, and a sympathetic staff administrator are considered essential components of a successful program.

71 McFadden, Dennis N. Project D: Appraising Teacher Performance. Final Report. Increasing the Effectiveness of Educational Management. Columbus, Ohio: Battelle Memorial Institute, 1970. (Available from ERIC Document Reproduction Service ED 075 921).

A "diagnostic system of appraisal" was developed as a means of improving teacher performance. Methods employed include the establishment of standards of effective teaching, the construction of a self-appraisal instrument, and the development of guidelines for proper use of the instrument.

72 Olds, Robert. Self-Evaluation for Teachers and Administrators. Worthington, Ohio: School Management Institute, 1973.

The author discusses the role of self-evaluation in the diagnostic approach to performance evaluation, offering a way for teachers and administrators to develop a personalized self-appraisal instrument. He covers the five basic steps in the performance evaluation cycle that require self-evaluation skills. The book also contains a student perception instrument and teacher self-analysis criteria.

73 Roberson, Earl W. Teacher Self-Appraisal Source Book. Tuscon, Ariz.: Educational Innovators Press, 1970. (Available from ERIC Document Reproduction Service ED 041 864).

The Teacher Self-Appraisal Source Book (TSA) contains both instructions and definitions for use. A four-phase process involves planning, videotaping classroom performance, coding, and analysis. The thirty-two-category system for planning and coding includes affective and cognitive objectives, closed and open teaching methods, and verbal and nonverbal expressions.

74 Schmuck, Richard A. Self-Confrontation of Teachers. Eugene, Ore.: Center for the Advanced Study of Educational Administration, 1971. (Available from ERIC Document Reproduction Service ED 062 700).

Discusses the psychological effects upon teachers when faced with information about their own classroom performance and suggests ways that a facilitator can help a teacher concentrate on self-improvement.

75 Self-Evaluation. [Kit]. Toronto, Ont.: Ontario Secondary School Teachers' Federation [1971].

Tested in fifteen selected Ontario schools during the 1972-73 school year, this kit is now available for use by teachers and others interested in self-evaluation. It is composed of three separate sections. The first describes the background of the project. The second contains suggestions to help teachers and department heads organize their programs and set objectives in their respective subject areas. The final section consists of the actual teacher's self-evaluation guide intended as "a confidential personal device to help ... analyze ... overall performance and to set goals for self-improvement." A French edition is also available entitled Auto-Evaluation.

76 Shibata, Kenneth E. and Roberson, E. Wayne. Teacher Guide for Self-Appraisal. Video Inservice Program (ESEA, Title III). Milford, Neb.: Educational Service Unit No. 6, 1970. (Available from ERIC Document Reproduction Service ED 029 824).

Part I of this document outlines suggestions for teachers in writing behavioral objectives in the cognitive, affective, and psychomotor domains; Part II contains an introduction to the Teacher Self-Appraisal Instrument; and Part III discusses techniques in assisting self-appraisal. Appendices include definitions of variables, examples of program objectives, and explanations of some of the categories of Bloom's taxonomy.

2. Journal Articles

77 Roberson, E. Wayne. "Teacher Self-Appraisal: a Way to Improve Instruction." Journal of Teacher Education, XXII (Winter, 1971), 469-73.

Videotape recorders now make a visual recording of the teaching-learning process possible. By this means and through the use of the Teacher Self-Appraisal Observation System, teachers may be encouraged to grow and develop in their professional role. The author emphasizes that in order to achieve lasting effectiveness participation in this program must be enlisted on a voluntary basis, rather than induced by pressure or force.

C. STUDENT EVALUATION OF TEACHERS

1. Books and Reports

78 Bryan, Roy C. Some Observations Concerning Written Student Reactions to High School Teachers. Kalamazoo, Mich.: Western Michigan University, School of Education, Student Reaction Center, 1969.

In this annual report the author deals with such topics as the student opinion questionnaire, students' opinions of various teachers, written student reactions and their benefits, and teachers' concerns about the use of Image reports.

79 Davidoff, Stephen H. The Development of an Instrument Designed to Secure Student Assessment of Teaching Behaviors That Correlate With Objective Measures of Student Achievement. Philadelphia, Pa.: Philadelphia School District, Office of Research and Evaluation, 1970. (Available from ERIC Document Reproduction Service ED 039 170).

Ninth and tenth grade biology students assessed the teaching behavior of twenty-one teachers by means of an experimental instrument. They were then given the BSCS Third Quarterly Achievement Test in order to determine student gain. Results indicate that student opinion has little relation to student achievement. Recommendations for future use of the instrument are given. Appendix and bibliography.

80 Kenny, James and others. How Students See Teachers. 1972. (Available from ERIC Document Reproduction Service ED 077 921).

Four groups of students representing elementary, middle, high school, and college levels were asked to list three qualities characterizing both good and bad teachers. Responses were coded and scored in one of eighteen possible categories. Results were then compared for students in different schools and also for students of different sexes. "Attitude Toward Students" was the most important teacher quality at all levels.

81 Lawson, Dene R. "Indicators of Teacher Ability to Relate to Students." Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1971. (Available from ERIC Document Reproduction Service ED 050 008).

"The purpose of this study was to find teacher behaviors which correlate significantly with a criterion measure of teacher ability to relate to students." The results of student ratings indicate that teachers most able to relate are those who encourage student-initiated discussion and who base their lectures on student talk.

82 Novak, John H. and Moser, Gene W. "A Study of the Effect of Timed Pupil Feedback on the Teaching Behaviors of Biological Science Teachers." Paper presented at the National Association for Research in Science Teaching Meeting, Chicago, 1972. (Available from ERIC Document Reproduction Service ED 062 147).

Biology classes from three high schools were asked to rate each ten-minute lesson interval with the responses "too fast/too slow; interested/bored; and understand/don't understand." Comments were also requested. Conclusions showed that students can provide meaningful feedback to teachers, and that this feedback will cause teachers to change their behavior patterns.

83 Sabine, Gordon A. How Students Rate Their Schools and Teachers. Washington, D.C.: National Association of Secondary School Principals, 1971. (Available from ERIC Document Reproduction Service ED 052 533).

This document records the responses of 1,603 high school students to questions on student protests, parents, and schools and teachers. The volume concludes with twenty self-rating questions for teachers based on characteristics reported by students as those most needed by teachers.

84 Stemnock, Suzanne K. The Evaluatee Evaluates the Evaluator. ERS Circular No. 5. Washington, D.C.: Educational Research Service, 1970. (Available from ERIC Document Reproduction Service ED 044 378).

Survey reports methods of initiating the assessment of central administrators, principals, and teachers by their immediate subordinates in twenty-nine school systems. Includes instruments used as well as a bibliography of forty-five items on student rating of teachers and three items on teacher evaluation of principals.

2. Journal Articles

85 Bledsoe, Joseph C.; Brown, Iva D.; and Strickland, Arthur D. "Factors Related to Pupil Observation Reports of Teachers and Attitudes Toward Their Teacher." Journal of Educational Research, LXV (November, 1971), 119-26.

The Pupil Observation Report (POSR) and Scale for Measuring Attitudes Toward Any Teacher (SMAT) were used to measure the perceptions of 4,368 students of the behavioral characteristics of 180 secondary teachers. These perceptions were analyzed by pupil characteristics: sex, age, grade, course mark, ability group; and teacher characteristics: age, certificate, sex, teaching field, and years of teaching experience. Significant differences were found.

86 Dalton, Elizabeth L. "Pupil Selection of Teachers." Educational Leadership, XXVIII (February, 1971), 476-79.

The author discusses students' ability to make valid and reliable judgements of teaching performance. She describes a part of her doctoral research program in which the Student-Opinion Questionnaire was administered in twelve junior high schools of the Chattanooga system in Tennessee. Findings revealed that pupil evaluation of teacher effectiveness can serve a useful purpose.

87 Freese, George T. and West, Charles K. "Congruence, Empathy, and Regard: a Comparison of Adolescent Ratings with Teacher Self-Ratings." Adolescence, VII (Winter, 1972), 525-29.

This study compares teacher self-perceptions with adolescent perceptions of the teacher in the areas of congruence, empathy, and regard. Results indicate that adolescents view teachers as less empathetic and congruent than teachers view themselves. Conclusions also reveal that adolescents are capable of objective judgements and will not be led astray by such considerations as the teacher's age, sex, or years of teaching experience.

88 Reitapple, Lisa and Nunn, Vicki. "The Ideal Teacher." OTF Reporter, no. 22, (Winter, 1972), 11-17.

Questionnaires to determine student opinions of the ideal teacher were distributed to 100 students from grades seven, eight, and nine at St. Andrew's Junior High School in the Borough of North York. Results showed that students view the ideal teacher as one who (1) employs a practical approach in the classroom; (2) has good rapport with the students; (3) does not show favoritism; and (4) handles students as individuals. From this list a number of recommendations were made with the aim of reducing student alienation in the school system.

89 Shaw, Jane S. "Students Evaluate Teachers and (Better Sit Down) It Works." Nation's Schools, XCI (April, 1973), 49-53.

According to this survey of evaluation programs, the primary purpose of student evaluations is to provide reinforcement for other types of evaluations. Evaluation forms are listed with instructions on where to obtain them.

90 Whittington, Kathryn D. and Lawler, Patricia R. "Children's Perceptions of a Teaching Team." Elementary School Journal, LXXII (December, 1971), 156-60.

The purpose of this study was to determine the extent to which children make discriminations about teachers on a team. Ninety fourth grade students were taught by a team of four teachers of varied teaching experience, researchers noting the children's preferences for teachers for a variety of activities in four areas: reading, English, mathematics, and interpersonal relations.

Analysis of the data suggests that children do make discriminations about teachers, evidence that could be of value in planning instructional programs.

D. TEACHING PERFORMANCE TESTS

1. Filmstrips and Tapes

91 Popham, W. James. How to Prepare Teaching Performance Tests. [Filmstrip]. Los Angeles, Calif.: Vimcet Associates, 1971.

This filmstrip-tape program and its companion, Using Teaching Performance Tests for Instructional Improvement and Skill Assessment, are designed to help the viewer with the preparation and use of teaching performance tests. Contents include the steps involved in conducting a teaching performance test, the attributes of an effective test, and suggestions for developing one's own test.

92 Popham, W. James. Teaching Performance Tests and Educational Accountability. [Phonotape]. Los Angeles, Calif.: Vimcet Associates, 1970?

This well-known educator proposes the use of teaching performance tests in implementing various systems of educational accountability.

2. Journal Articles

93 McNeil, John. "Performance Tests: Assessing Teachers of Reading - a Proposal." Reading Teacher, XXV (April, 1972), 622, 624-27.

Discusses the use of performance tests as a means of assessing teacher effectiveness and presents a model of one set of procedures that can be followed.

94 Popham, W. James. "The New World of Accountability: In the Classroom." NASSP Bulletin, LVI (May, 1972), 25-31.

Shows how behavioral objectives can be used to bring about classroom accountability. Mini-lessons are one recommended means of assessing a teacher's skill in attaining instructional objectives.

95 Wanat, Stanley F. "Performance Tests: Assessing Teachers of Reading - a Response." Reading Teacher, XXV (April, 1972), 623, 628-33.

In response to McNeil's proposal for assessing teacher effectiveness, the author argues that performance tests are unrepresentative of a teacher's behavior, use inappropriate statistical techniques, and are punitive rather than diagnostic.

E. PERFORMANCE-BASED EVALUATION

1. Books, Reports, Films and Tapes

96 Armstrong, Harold R. A Teacher's Guide to Teaching Performance Evaluation. Worthington, Ohio: School Management Institute, 1972.

This guide to the Redfern approach "describes, from the evaluatee's viewpoint, the entire performance evaluation cycle; and it emphasizes techniques in setting job targets, using monitored data, self-evaluation, and evaluation conference preparation and participation."

97 Häegert, Daryl L. "The Role of the Appraiser in Evaluating Teaching Competence Using the Performance-Goal Approach." Unpublished Ed.D. dissertation, University of Kansas, 1972." (Dissertation Abstracts International, XXXIII, 2645-A).

Seminars by Dr. George Redfern on the performance-goal approach to teacher evaluation led to speculation on the number of seminar participants who were using this approach, and also on the role of the appraiser in evaluating teaching. Results of a survey showed that sixty per cent of the participants used the job-target approach, and that teacher attitudes were considered before the appraiser chose his role. Recommendations propose that teachers be informed of the roles used by appraisers; that appraisers adjust their role to coincide with the individual teacher; and that the appraiser and teacher work together to achieve mutually adopted objectives.

98 Job Improvement by Objectives. Omaha, Neb.: Westside Community Schools, 1971. (Available from ERIC Document Reproduction Service ED 071 182).

A description of one school district's teacher evaluation program including sample instruments used in the evaluation process. "By establishing commonly arrived at goals and objectives which are totally planned by the evaluator and the evaluatee, a common goal can be developed for an evaluation."

99 Lewis, James, Jr. Appraising Teacher Performance. West Nyack, N.Y.: Parker, 1973.

Necessary ingredients for a successful evaluation program include a clear-cut recognition of performance objectives; the setting up of a realistic plan of action as a means of achieving them; and, through measuring the results of achieving these objectives, arriving at an honest evaluation of performance. Bibliography.

100 Redfern, George B. Critical Incidents in Teacher Evaluation. [Tape cassette]. Worthington, Ohio: School Management Institute, 1972.

An authority on performance evaluation in education advises educators on how to handle problems in performance evaluation. Discussed are problems involving ethics, the role of teacher organizations, handling negative evaluations, staff involvement, and other sensitive issues.

101 Redfern, George B. Evaluating Teaching Performance. [Filmstrip]. Worthington, Ohio: School Management Institute, 1971.

A school system performance evaluation plan is described from its initiation through details of personal involvement. Part I presents an overview of the process; Part II deals with the mechanics of evaluation; and Part III discusses the planning and installation of the system.

102 Redfern, George B. How to Evaluate Teaching; a Performance Objectives Approach. Worthington, Ohio: School Management Institute, 1972.

Premises that assessment of performance quality is essential in this age of accountability. The author recommends establishing performance objectives, designing ways and means of achieving them, and evaluating the results of performance.

103 Redfern, George B. Successful Teacher Evaluation. [Motion picture]. Worthington, Ohio: School Management Institute, 1972.

Designed for use in staff training and orientation in performance evaluation, this film describes the "basic principles of performance evaluation, the complete procedural cycles, [and] correct and incorrect procedures in simulated evaluator-evaluatee conference sessions."

2. Journal Articles

104 Niedermeyer, Fred and Klein, Stephen. "An Empirical Evaluation of a District Teachers' Accountability Program." Phi Delta Kappan, LIV (October, 1972), 100-03.

In the Newport-Mesa district of California, a comparison of three elementary schools using the Staff Performance Improvement and Appraisal Program was made with five schools not using the program. "Teachers and principals in SPI & A schools perceived their student performance-based accountability and evaluation system in a much more positive way than teachers and principals under traditional ... procedures."

IV. RESEARCH ON TEACHING EFFECTIVENESS

A. Books and Reports

105 Baker, Eva L. "Teaching Performance Tests as Dependent Measures in Instructional Research." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, 1973. (Available from ERIC Document Reproduction Service ED 076 608).

Sixty-four teachers taught objective-based lessons and were rated according to six instructional techniques. The learners were administered posttests of achievement and interest. Certain instructional techniques were found to relate significantly to achievement and rate of interest. Suggestions are given on how to change teaching performance tests in order to improve their use as dependent measures.

106 Bellack, Arno A., ed. Theory and Research in Teaching. New York, N.Y.: Teachers College, Columbia University, 1963.

Gathers together a collection of background papers prepared by "researchers engaged in studies of classroom behavior." Individual authors outline "the conceptual framework within which their studies were planned and carried out."

107 Biddle, Bruce J. and Ellena, William J., eds. Contemporary Research on Teacher Effectiveness. New York, N.Y.: Holt, Rinehart and Winston, 1964.

The editors have compiled nine articles on research studies that serve as touchstones for evaluating teacher effectiveness. Examples include: "The Integration of Teacher Effectiveness Research," by Bruce J. Biddle; "Evolution of Current Practices in Evaluating Teacher Competence," by Hazel Davis; and "Some Relationships among Teacher Influence, Pupil Attitudes, and Achievement," by Ned A. Flanders. Lengthy bibliography.

108 Côté, Richard. Le Bon Enseignant: Recherche actuelle sur l'efficacité de l'enseignant. Montreal, Que.: Editions du Renouveau Pedagogique, 1971.

Presents an extensive survey of research involving teacher effectiveness, with emphasis placed on the period from 1960 to 1970. Topics investigated include teacher competence, analysis of the teaching process, importance of teacher contributions when viewed against the visible results of teaching, and a global definition of the problem of teacher effectiveness. Lengthy bibliography.

109 Flanders, Ned A. and Simon, Anita. "Teacher Effectiveness." In Encyclopedia of Educational Research. 4th ed., edited by Robert L. Ebel. New York, N.Y.: Macmillan, 1969, p. 1423-37. Also in Classroom Interaction Newsletter, V (December, 1969), 18-37.

This review of the research on teacher effectiveness covers material dating from approximately 1960 to 1966. Noted during this period is the trend from subjective to objective evaluations of teacher-pupil interaction, the use of more effective observation instruments, and the handling of larger quantities of data by computers. Extensive bibliography.

110 Gage, N.L., ed. Handbook of Research on Teaching. Chicago, Ill.: Rand McNally, 1963.

Emphasis is on the behavioral sciences in this classic reference work. "Research on teaching is aimed at the identification and measurement of variables in the behavior and characteristics of teachers, at discovering the antecedents or determiners of the central variables, and at revealing the consequents or effects of these variables." Includes twenty-three articles, each containing a substantial bibliography.

111 Gage, N.L. Teacher Effectiveness and Teacher Education: The Search for a Scientific Basis. Palo Alto, Calif.: Pacific Books, 1972.

Gage advocates the scientific study of teaching as a means of improving teacher effectiveness. This research review is divided into two main sections: "Research on Teacher Effectiveness"; and "Research on Teacher Education." Extensive bibliography.

112 McNeil, John D. and Popham, W. James. "The Assessment of Teacher Competence." In Second Handbook of Research on Teaching. Edited by Robert M.W. Travers. Chicago, Ill.: Rand McNally, 1973, p. 218-44.

Research activities related to teacher effectiveness are outlined and current trends noted. The best criterion for measuring instructional effectiveness appears to be pupil growth, two promising tools being contract plans and performance tests. A clear statement of objectives is required before achieving the two basic aims of evaluation: accountability and improvement. The authors conclude, however, that research on the teaching act should be flexible in nature and not based on scientific conclusions. Bibliography.

113 O'Hagan, Edward J. "A Suggested Approach to the Improvement of the Evaluation of Effectiveness of Teachers in the Elementary Schools of Ontario." Unpublished M.A. dissertation, Niagara University, 1972.

Twenty-four principals from one Ontario school board responded to a questionnaire requesting their opinions on the achievement of individual teachers with respect to four attributes: empathy with students, stimulus in teaching, pedagogical expertise, and subject matter expertise. Interpretation of the data pointed to areas where improvement of teaching could take place. Possible methods of treatment are suggested.

114 Peck, Robert F. and Veldman, Donald J. Personal Characteristics Associated with Effective Teaching. Austin, Tex.: Texas University, Research and Development Center for Teacher Education, 1973. (Available from ERIC Document Reproduction Service ED 078 038).

Twenty-seven primary teachers were personally assessed by means of paper/pencil instruments and judges' ratings, and the results were correlated with their effectiveness as measured by pupil gains on achievement tests. Findings show that high-gain teachers tend to be less confident, passive, and rather unhappy, while low-gain teachers are more confident and self-assuming. Using standardized achievement test gains as the only criterion of teacher effectiveness is consequently open to question and emphasizes the need for improved criteria.

115 Rosenshine, Barak. "Teaching Behaviors Related to Pupil Achievement: a Review of Research." In Research Into Classroom Processes; Recent Developments and Next Steps. Edited by Ian Westbury and Arno A. Bellack. New York, N.Y.: Teachers College Press, 1971, p. 51-98.

A review of recent studies relates student achievement to such observational variables as teacher approval and disapproval and frequency and types of questions. Evidence indicates that teachers' use of specific behaviors are effective only when seen as means to cognitive achievement and not as ends. The nineteen studies assessed are compared with earlier studies of teacher behavior. A shorter version is found in Classroom Interaction Newsletter, V (December, 1969), 4-17.

116 Smithman, Harold H. "Student Achievement as a Measure of Teacher Performance." Unpublished Ed.D. dissertation, University of California, 1970. (Dissertation Abstracts International, XXXI, 3240-A).

Nine elementary schools from a Montreal suburb were selected in order to test the results of teaching by objectives. Principals and ten teachers from the experimental group chose objectives and decided on criteria indicative of desirable pupil behaviors. A control group of ten teachers were evaluated on the school district's rating scale. Pupils in both groups were given pre-tests and posttests of achievement. Results showed "that pupils whose teachers are evaluated by the strategy of supervision by objectives will outperform the pupils of teachers who are evaluated on a rating scale." A description of this study is found in Educational Leadership, XXXI (January, 1974), 338-44.

B. Journal Articles

117 Bedford, C.M. "Teacher Effectiveness: What Does Research Say About Deciding Who Is a Good Teacher? (A Review of Some of the Literature)." Saskatchewan Journal of Educational Research and Development, IV (Fall, 1973), 54-57, 64.

This review of relevant literature emphasizes the evaluation of teacher effectiveness "(1) by subjective observation of the teacher by, usually, the principal or superintendent; (2) by systematic, detailed, objective observation of the teacher, including studies on classroom interaction; and (3) by pupil productivity."

118 Blanchard, B. Everard. "Improving Teacher Effectiveness." Illinois School Research, VIII (Winter, 1972), 36-40.

Provides a review of the research on teacher effectiveness. The author recommends a careful look at characteristics indicative of good teachers, and also favors greater use of students as evaluators.

119 Cook, Martha A. and Richards, Herbert C. "Dimensions of Principal and Supervisor Ratings of Teacher Behavior." Journal of Experimental Education, XLI (Winter, 1972), 11-14.

Supervisors and principals rated 236 teachers on twenty-three behavior rating scales. Each teacher received forty-six ratings, twenty-three from a principal and twenty-three from a supervisor. Two correlated factors appeared after the subsequent analysis, one corresponding to principals' ratings and one corresponding to supervisors' ratings. This indicated that the data generated was more a reflection of the evaluator's point of view than the actions of the teacher.

120 Lucio, William H. "Pupil Achievement as an Index of Teacher Performance." Educational Leadership, XXXI (October, 1973), 71, 73-77.

Presents a review of research studies dating from 1960 that use pupil performance as the criterion for evaluating teacher performance. Bibliography.

121 Mueller, Dorothy G. "How to Evaluate Teaching." Journal of Teacher Education, XXII (Summer, 1971), 229-44.

Provides a review of research on teacher evaluation, including an extensive bibliography. Citations are taken from the ERIC collection.

122 Popham, W. James. "Teaching Skill under Scrutiny." Phi Delta Kappan, LII (June, 1971), 599-602.

Experienced and inexperienced teachers taught to specified objectives, and the results were matched. Findings showed that even the experienced teachers were not skilled in bringing about behavior changes [illegible] To improve the situation, the author recommends greater use of performance tests in both preservice and inservice teacher training programs. Substantially the same information appears in American Educational Research Journal, VIII (January, 1971), 105-17.

123 Rosenshine Barak. "The Stability of Teacher Effects Upon Student Achievement." Review of Educational Research, XL (December, 1970), 647-62.

Investigates the consistency of teacher effectiveness across time. Nine long- and short-term studies form the basis of the review.

124 Tolor, Alexander. "Evaluation of Perceived Teacher Effectiveness." Journal of Educational Psychology, LXIV (February, 1973), 98-104.

Four groups of raters (five administrators, twenty-one faculty members, 706 students and ninety parents) were requested to list the four most effective and four least effective teachers at a secondary school. Standards of effectiveness were the respondents' own. Moderate degrees of agreement occurred between the rating groups. Ratings by administrators and faculty were the most similar, those by faculty and parents the least. Ratings by students showed no significant agreement with any rating group on least effective teachers.

125 Wright, Clifford J. and N[illegible]hall, Graham. "Relationships Between Teacher Behaviors and Pupil Achievement in Three Experimental Elementary Science Lessons." American Educational Research Journal, VII (November, 1970), 477-91.

The authors report on the relationship between pupils' short-term knowledge gain after three ten-minute science lessons, and teacher behavior recorded on tape during the sessions. Results suggest that greater pupil achievement will be produced by the teacher who (1) asks direct questions; (2) summarizes at the end rather than the beginning of a discussion; (3) redirects questions; and (4) praises pupil responses.

V. MERIT RATING

A. Books and Reports

126 Canadian Teachers' Federation. Merit Rating. Ottawa, Ont.: 1971.

This thirteen-page bibliography lists North American material dealing with the controversial subject of merit salaries.

127 Etobicoke, Ont. Board of Education. Etobicoke Master Plan. Presentation to the Trustees and Officials of the Metropolitan Toronto Area. Etobicoke, Ont.: 1967.

In operation for eight years, this salary plan "was designed to afford promotional opportunities and recognition for Etobicoke teachers." There are three promotional positions available, namely, Assistant Head, Associate Head, and Master Head. Criteria for these positions are Very Good, Excellent, or Outstanding. Secondary teachers have endorsed the plan, as its promotional policy recognizes and rewards talent and creativity.

128 McDowell, Stirling. "Accountability of Teacher Performance Through Merit Salaries and Other Devices." Speech given at the Western Canada Educational Administrators' Conference, Banff, 1971. (Available from ERIC Document Reproduction Service ED 055 989).

The general secretary of the Saskatchewan Teachers' Federation presents arguments for and against merit rating and outlines the requirements for a successful program. The Saskatchewan Teachers' Federation has implemented a program of teacher accreditation by subject, giving teachers authority for program modification and student evaluation with ultimate responsibility for defending and supporting their actions.

129 Ontario Secondary School Teachers' Federation. Committee to Study Merit Pay. Reward? Incentive? Report of the Committee to Study Merit Pay. Toronto, Ont.: Provincial Salary Committee, Ontario Secondary School Teachers' Federation, 197-?

A committee was appointed to "study and report on merit pay plans, their effectiveness and their relevance in contemporary education." The report mentions the issues involved, motivational patterns of the individual as well as motivation and evaluation of the professional teacher, and looks at different types of salary plans, including the Etobicoke Master Plan. Conclusions are critical, recommending careful long-term analysis before implementing a merit pay system and indicating that salary is but one incentive toward the improvement of instruction.

130 Templeton, Ian. Merit Pay. Educational Management Review Series Number 10. Eugene, Ore.: Oregon University, ERIC Clearinghouse on Educational Management, 1972. (Available from ERIC Document Reproduction Service ED 067 727).

Refers to the literature on merit pay, outlining the controversy involved, pros and cons of the merit system, programs and proposals, the problems of implementing a teacher evaluation system, and alternative plans for rewarding outstanding teachers.

B. Journal Articles

131 Jereniuk, Eugenia and Small, James M. "Merit Pay: an Accountability Issue." Challenge in Educational Administration, XII (Fall, 1972), 18-24.

The authors protest that teachers should change their stance on merit pay from "obstinate resistance to one of responsible openmindedness." They suggest a series of principles that teachers might follow and propose 'Management By Objectives' as a means of evaluating performance and possibly as a basis for merit pay.

132 Siler, Richard. "Merit Rating of Teachers." SCAT Bulletin, IX (June, 1970), 43-53.

Argues that merit rating (1) does not solve the real salary problems; (2) has no reliable criteria to use as a basis for evaluation; (3) has failed in the past and may do so in the future; (4) is a threat to teacher freedom and development; and (5) was imported from the competitive business world and is therefore alien to a cooperative teaching atmosphere.

OTHER TITLES IN THIS SERIES

Available from Publication Sales, OISE
252 Bloor Street West, Toronto, Ontario M5S 1V6

DIFFERENTIATED STAFFING. 1971. $1.40

THE OPEN SCHOOL. 1973. $2.25

THE NONGRADED SCHOOL. 1973. $2.25

THE CREDIT SYSTEM. 1974. $2.25

THE JUNIOR KINDERGARTEN. 1974. $2.25